

Geography 3701
Fall semester 2014

Tues. & Thurs., 9:35-10:55 AM
Smith Lab 1005

The Making of the Modern World

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This is a course in human geography that investigates the character of our modern world. We will examine the concepts and forces that define the modern world as such – the Enlightenment, globalization, capitalism, and nation-states – in order to build your capacity to understand modernity and its geographical expressions. The course is structured around five core themes:

1. Modernity, the Enlightenment, and globalization
2. The industrial revolution and the spread of capitalism
3. Empire and colonialism
4. Nation-states: the formation of the global polity
5. The transformation of nature

While many of our readings are theoretical, we will draw from case studies from different regions – Europe, Iraq, Korea, Cuba, China, Egypt, and Mexico – to ground our studies. Our underlying aim is for you to develop a more rigorous and coherent conception of the world, and in this manner to advance the University's mission: *disciplina in civitatem*.

For the lectures to be effective, you must come to class prepared. Read the material carefully before each class. This is your major responsibility for the course, as well as the key to your success. The readings are challenging and you will probably have questions. Dwell on them; discuss them with your class-mates; bring them to class.

Course requirements

Exams (3), 20% each	60 %
Writing assignments (2), 20% each	40 %

Attendance is required but not graded. You will take three exams – on October 7, November 6, and December 12 – comprised of essays. (I will show you sample questions in class so that you know what to expect.) Finally, 40% of your grade results from a pair of writing assignments.

The Course Plan

#	Day	Date	Topic	Reading assignment
1	Thursday	28-Aug	Course introduction	
2	Tuesday	2-Sep	What is modernity? 1	S Amin
3	Thursday	4-Sep	What is modernity? 2	E Dussel
4	Tuesday	9-Sep	What is Enlightenment? 1	I Kant
5	Thursday	11-Sep	What is Enlightenment? 2	M Foucault
6	Tuesday	16-Sep	What is globalization? 1	A Smith, J Locke
7	Thursday	18-Sep	What is globalization? 2	K Marx & F Engels
8	Tuesday	23-Sep	Capitalism & industrial revolution	D Harvey, E Hobsbawm 1
9	Thursday	25-Sep	Colonialism	E Hobsbawm 2
10	Tuesday	30-Sep	Slavery	M Rediker
11	Thursday	2-Oct	Empire	E M Wood, A Einstein
12	Tuesday	7-Oct	Exam 1 (normal class time)	
13	Thursday	9-Oct	Race and nation	E Hobsbawm
14	Tuesday	14-Oct	Case study 1: Iraq part I	D Gregory
15	Thursday	16-Oct	Case study 1: Iraq part II	P Cockburn, S Mourad
16	Tuesday	21-Oct	Borromean rings: nation - state - capital 1 †	K Karatani
17	Thursday	23-Oct	Borromean rings: nation - state - capital 2	K Karatani (cont.)
18	Tuesday	28-Oct	Borromean rings: nation - state - capital 3	I Kant
19	Thursday	30-Oct	Borromean rings: nation - state - capital 4	K Karatani (cont.)
20	Tuesday	4-Nov	Case study 2: Korea*	B Cumings
21	Thursday	6-Nov	Exam 2 (normal class time)	
	Tuesday	11-Nov	Veteran's Day observed: no classes	
22	Thursday	13-Nov	Planetary climate change	IPCC
23	Tuesday	18-Nov	Case study 3: China part I	W Hui
24	Thursday	20-Nov	China part II to Cuba part I	G Arrighi
25	Tuesday	25-Nov	Case study 4: Cuba part II	F Castro, C Guevara
	Thursday	27-Nov	Thanksgiving break: no classes	No reading assignment
26	Tuesday	2-Dec	Case study 5: Egypt	H Kandil
27	Thursday	4-Dec	Case study 6: the Maya world	Las Casas, Marcos, P Higgins
28	Tuesday	9-Dec	Prospects for a different world †	R Rosdolsky
	Friday	12-Dec	Exam 3 (10-11:45 AM in our classroom)	
			* = guest lecture; † = paper due	

All assigned texts are available on Carmen.

The writing assignment

You will write two critical reflection essays. For the first, which is due by the start of class on October 21, please select one of the texts in the course packet assigned for classes 1-16. For your second essay, due by the start of class on December 9, please select one of the texts in the course packet assigned for reading in classes 17-28. Your essays should be ~900 words, double-spaced and 12 point font (this will come to around three pages). When you refer to a text, be sure to cite it properly. Your papers may be turned in to our TA – paper copies only, please – at any time before they are due.

Each essay must provide a *concise analytic summary* of the text you discuss, as well as your own *critical analysis* of the central argument of the text. Critical analysis requires thoughtful reflection. A strong essay is well-written (and therefore entertaining) and provides ‘constructive criticism’, i.e., a critical analysis of the argument.

Additional notes

Because many of us are easily distracted by student use of cell phones, computers, recording devices, and the like, such equipment should be turned off and placed out of sight during class.

Late work loses ten percentage points per day (Saturday and Sunday count). For instance, a paper that is turned in six days late that receives a grade of 90/100 would be scored 30/100.

Because our exams are essay-based and unique to each course-group, they cannot be taken late or made up. Exceptions are rare – emergencies only – and up to my discretion. Arrangements for a make-up exam should be made *before the exam is distributed*.

Grading options for the course are A,A-,B+,B,B-,C+,C,C-,D+,D, E. An ‘I’, or Incomplete, will only be given under special circumstances where the instructor has made a concrete arrangement with the student before the end of the quarter. If you wish to request an ‘I’, be prepared to explain why an Incomplete is an appropriate grade—and when you will complete the course.

Any academic misconduct, such as plagiarizing, will be reported to Ohio State’s Office of Academic Affairs, Committee on Academic Misconduct (COAM). They have prepared the following statement on academic integrity (see below). Please read it carefully.

Accommodation will be made for any student with special needs based on the impact of a disability. Please contact the instructor and also the Office for Disability Services at 292-3307 (150 Pomerene).

Ten Suggestions for Preserving Academic Integrity

Ohio State Office of Academic Affairs, Committee on Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity[...].

1. **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS:** If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property [...].

2. **AVOID SUSPICIOUS BEHAVIOR:** Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a 'cheat sheet'. Keep your eyes on your own work. [...]

3. **DO NOT FABRICATE INFORMATION:** Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.

4. **DO NOT FALSIFY ANY TYPE OF RECORD:** Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. [...]

5. **DO NOT GIVE IN TO PEER PRESSURE:** Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. [...]

6. **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:** Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. [...]

7. **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). [...]

8. **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an incomplete (or no) assignment or to cheat. [...]

9. **PROTECT YOUR WORK AND THE WORK OF OTHERS:** The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property.[...]

10. **READ THE COURSE SYLLABUS AND ASK QUESTIONS:** Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take!